

Merging Legal English Vocabulary Learning with Speaking Activities for International Business Law Students at Hanoi Law University

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Abstract

The teaching of vocabulary is crucial in the pedagogy of legal English; thus, to improve efficacy, educators must not only grasp the challenges students encounter with legal terminology but also comprehend the attributes of legal terms to implement suitable solutions. Only through this method can students retain and improve their language abilities and gain proficiency in fluent legal English conversation. This study examines the integration of vocabulary instruction with speaking activities to enhance students' retention of legal terminology. The research was carried out in two classes, namely the 50212 and 50213 cohorts of the International Business Law (IBL) department, in which the former was labelled the experimental group and the latter, the control. The research was conducted during the initial seven weeks of the first semester of the 2024-2025 academic year. There were five tests applied to measure learners' capacity in memorizing taught legal terms in both the short- and long term. A pre-test (Test Number 1 – TN01) and a post-test (TN05) were launched in the second week and seventh week, respectively, while three experimental procedural tests (TN03, TN04 & TN05) were conducted in the third, fourth and fifth weeks, respectively. The findings reveal that the implementation of speaking activities in the vocabulary instruction process resulted in higher average scores for students in the experiment group (the class 50212) regarding vocabulary retention length after seven weeks.

Keywords: instructing vocabulary, learning vocabulary, speaking activities, legal English terminology, students' retention

Introduction

Vocabulary relates to material in the instruction and acquisition of any language, either a native tongue, a second language, or a foreign language. Milton (2009) contends that vocabulary constitutes the fundamental component of language; thus, without vocabulary, language cannot exist. In the instruction of English as a foreign or second language (EFL/ESL), vocabulary instruction is regarded as a critical component that educators must prioritise. Thornbury (2002) asserts that vocabulary instruction is essential to language education, as language fundamentally relies on vocabulary. Wilkins (1972) asserted, "Without grammar, minimal information can be

communicated, but without vocabulary, no information can be communicated." Richards (1980) and Krashen (1989), as referenced in Maximo (2000), identify several reasons for the necessity of vocabulary instruction. Initially, students must possess an adequately extensive vocabulary to attain proficiency in a language. Secondly, students recognise this, leading them to rely more frequently on a dictionary rather than a grammar book, as they consistently perceive insufficient vocabulary as their primary challenge. Schmitt et al. (2021) similarly noted that vocabulary is "a fundamental type of knowledge essential for language use, as the absence of vocabulary to articulate concepts renders all knowledge regarding structure and discourse largely ineffective."

The Basic Legal English Module 1 (BLEM1) is intended for undergraduate instruction in the International Business Law (IBL) major, comprising three credits and totalling 42 class hours. The BLEM1 course encompasses subjects including: What constitutes law? What constitutes Law? What defines the State? What constitutes the State? Legal systems globally; Sources of Law; and Legal Education. Every topic aligns with a lesson in the BLEM1 syllabus. Every lesson in the BLEM1 curriculum comprises three readings, varying from 500 to 700 words, contingent upon the subject matter. Each reading furnishes students with insights into a particular context within the overarching theme of the lesson. The exercises following each text segment aim to impart vocabulary and legal terminology, facilitating learners' comprehension of legal words within the reading environment. This encompasses exercise type 2: Identifying nouns or noun phrases in the text that correspond with the specified verbs to create a collocation, and exercise type 3: Linking the provided words to establish a collocation utilised in the text. The learners must practise the newly acquired phrases by constructing sentences. Exercise number 5 typically emphasises the practice of vocabulary through definitional and inferential tasks.

The BLEM1 course is delivered to the first students in the IBL programme and spans 15 weeks. During weeks 1, 2, 4, 6, 12, and 14, students attend two sessions weekly; while in weeks 3, 5, 7, 8, 9, 10, 11, and 15, they attend one session weekly, each session comprising two periods. The time of each class session and the learning process are conducive to including speaking activities that aid students in comprehending and retaining essential terminology of the lesson.

Upon commencing their studies in BLEM1, students specialising in IBL at Hanoi Law University typically possess a commendable proficiency in general English or hold an international IELTS certificate with a satisfactory score. This suggests that the English language proficiency of this cohort of students is commendable, and they face minimal challenges while interacting with literature on relevant subjects. First-year students in the IBL programme are required to enrol in the BLEM1 course during the first semester, alongside courses such as Vietnamese Constitutional Law and General Theory of State and Law. Consequently, students face significant challenges in comprehending legal concepts in legal English about general legal knowledge when engaging with subjects in the legal domain. Owing to numerous legal terminologies, individuals may encounter concepts in their native language (Vietnamese) that are unfamiliar, or if they are familiar, they may not grasp the fundamental nature of these terms. Furthermore, they have insufficient experience of and exposure to investigating and researching comprehensive legal concepts and knowledge. Therefore, understanding and retaining legal terminology presents a significant barrier for them. Based on the aforementioned practical considerations, it is clear that assisting students in acquiring, comprehending, and retaining legal terminology during class is essential. Engaging in speaking activities enables students to comprehend terminology more profoundly by employing these terms in conversational contexts, facilitating their retention and fostering a more natural and enduring memory of the learnt vocabulary.

Instructing specialised English, particularly legal English, mostly involves improving students' capacity to comprehend and retain specialised terminology (Lan, 2023). The application of certain terms in particular contexts within the specialised domain, and the capacity to communicate

specialised content effectively using those terms are problematic. To attain the aforementioned objectives, both students and educators must possess suitable solutions and strategies, especially in specialised domains, such as the legal profession. Furthermore, for those students of English for specific purposes lacking specialised knowledge during their studies, comprehending vocabulary, utilising it effectively, and retaining it pose a considerable challenge for both educators and students. In the framework of instructing the BLEM1 to students enrolled in the IBL programme, several speaking exercises have been implemented in class to improve learners' understanding, application, and retention skills. The objective of this research is to address the subsequent two enquiries:

1. What is the vocabulary retention capacity of students?
2. What is the extent of vocabulary retention among students and the duration of this retention?

Literature

1. Characteristics of Legal English Vocabulary

Legal English serves as the medium through which legal professionals convey information amongst themselves in jurisdictions where English is not the official language. Globalisation has transformed legal English into a universal language in the global legal arena. Consequently, to comprehend other legal systems and broaden their professional horizons, legal professionals must attain proficiency in general English and, specifically, legal English. Legal practitioners must acquire specialised knowledge and proficiency in legal English to navigate the worldwide working environment.

Legal English poses challenges, not only for non-native learners but also for native speakers, owing to its unique characteristics such as specialised terminology, linguistic structure, traditional expressions, and punctuation conventions. Legalese is a significant characteristic of legal English. Schane (2006) asserts that solicitors and legal professionals frequently employ lengthy sentences and intricate vocabulary, rendering the documents challenging to comprehend. Consequently, legal English markedly diverges from other specialised forms of English (ESP). Northcott (2008) analyses legal linguistics and discourse, contending that comprehending legal English necessitates that learners possess an in-depth comprehension of linguistic features pertinent to law and legal writings.

2. Vocabulary acquisition exercises via oral activities

Nation et al. (2017) assert that speaking tasks encompass brief lectures, organisational activities, information dissemination, role-playing, and problem-solving discussions, which frequently do not emphasise vocabulary acquisition. Vocabulary acquisition is typically not regarded as an integral component of instructional strategies that utilise high-efficiency activities, which are inherently unpredictable and reliant on the voluntary engagement of participants in a discussion group. Recent research indicates that these practices are significantly helpful for vocabulary acquisition, despite being incidental objectives of speaking exercises. Nation (2017) enumerated activities applicable to vocabulary acquisition, such as storytelling, role-playing, and vocabulary ranking exercises.

2.1. Retelling activity

Recounting activities might manifest in several forms. All these strategies share the commonality that the student reads a text typically ranging from 100 to 200 words and thereafter recounts it. The text offers fresh terminology and contextual information for comprehension of these terms. Retelling enables students to recollect language efficiently while also employing it imaginatively. Joe's (1994) research suggests that disengaging from the text during the retelling process fosters creativity in students, while being connected to the text promotes more frequent use of essential terminology.

Various kinds of recounting include 4/3/2 (Maurice, 1983; Arevart & Nation, 1991) and Read and Retell (Simcook, 1993). The 4/3/2 method comprises delivering the identical speech consecutively to three distinct listeners, allocating four minutes for the first, three minutes for the second, and two minutes for the third. This sentence may represent a summary of a previously examined text. Repetition may not expand the scope of usage, but it will foster opportunities for more adept utilisation of the vocabulary. The process of reading and retelling entails narrating a written passage, while the listener possesses a predetermined set of guiding questions for the narrator, thereby resembling an interview format. The formulation of questions can promote the utilisation of vocabulary that requires acquisition from the text while guaranteeing that all essential information of the text is recaptured. Both the listener and the storyteller analyse the questions and texts prior to retelling, and the learner has the opportunity to revise the narrative for presentation to others. During the observation of retelling activities, educators assess the appropriate utilisation of vocabulary, focussing particularly on whether the vocabulary includes significant terms from the text to promote learners' incorporation of these words in their retellings, or to determine whether such vocabulary is extensively employed in the retelling process.

2.2. Role-playing activities

Role-playing exercises may utilise a text as the foundation for the exercise. It comprises directives for participants. The 'Speak Up!' activity integrates these attributes to provide a succinct introduction to role-playing. During the 'Speak Up!' exercise, the student will read a brief excerpt containing the vocabulary to be acquired. Students may engage in reading and discussion collaboratively prior to advancing to the next step. Subsequently, they examine a board displaying the exercises that require completion. The table's columns are designated by letters, while the rows are numbered. The initial individual in the group designates a square, such as A1, and the subsequent individual will carry out the task indicated in that square. Team members alternate, and the task concludes with the completion of the assignments in the cells of the table. Consequently, the team members should be capable of executing various tasks frequently.

2.3. Lexical ranking activities

Newton (1995) acknowledged that when students engage in identical tasks and utilise the same information source, it fosters more extensive discussion of terminology compared to when they undertake smaller tasks with varying information sources. A section of the work may initiate further discourse, although this activity does not prompt an examination of the word's definition. Vocabulary is classified and prioritised according to its probability of usage in activities, particularly when such terms are perceived as challenging by pupils. Research indicates that terms present in descriptions and instructions are less likely to be acquired and utilised. The arrangement of words in a text significantly influences their visibility and retention. While Newton acknowledged that discourse significantly contributes to learning, the majority of vocabulary is acquired through practical application rather than dialogue. It can be stated that the vocabulary emphasised for learning predominantly consists of words frequently encountered in exercises rather than those that only appear in a book.

3. Method

Participants

The study comprised 78 students, including 13 males, representing 16.7%, and 65 females, constituting 83.3%. Seventy-eight students were allocated to two groups, namely class 50212 and class 50213. Group 50212 was randomly designated as the experimental group (EG), whereas group 50213 served as the control group (CG). All participants in the study are first-year students in the K49 cohort majoring in IBL at Hanoi Law University. These students possess sufficient English proficiency results to fulfil the criteria for studying specialised English, with numerous students possessing international IELTS certificates with scores between 5.5 and 8.0. Among the

78 students involved in the study from two class groups, 72% (56 students) possessed international English certificates, all of which were IELTS certifications. The remaining 28% (22 students) lack an international English certificate; however their examination results or average English scores over five semesters, as well as high school graduation examination scores, vary from 9.5 to 10.

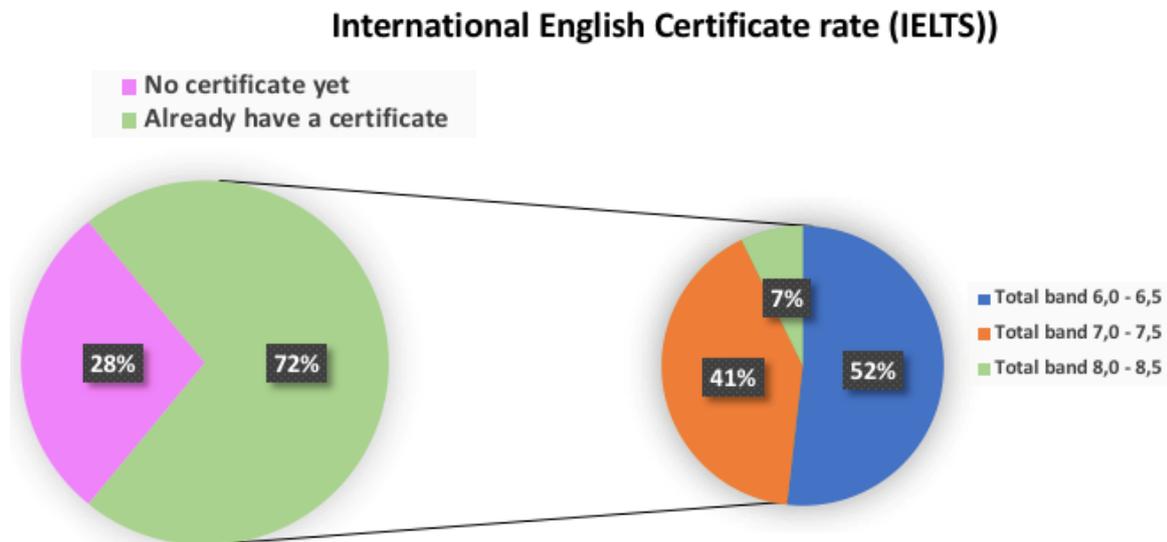


Figure 1: Students' International English Certificate Rate

Figure 1 indicates that the overall English competence of the students is commendable. Among those students possessing an IELTS certificate, 52.4% (29 students) scored between 6.0 and 6.5; 40.5% (32 students) scored between 7.0 and 7.5; and 7.1% (6 students) scored 8.0 or higher. The ratio is fairly balanced between the two class groups, with group 50212 comprising 30 pupils and group 50213 consisting of 25 students.

In conclusion, the students' overall English competency at the commencement of their participation in BLEM1 poses no impediments to the execution of speaking activities. Moreover, students can utilise their imagination and initiative to generate content for speaking activities according to their current English proficiency.

Design

This study employs a descriptive experimental methodology to assess the capacity and length of vocabulary retention among students in BLEM1 classes, namely International Trade Law major, utilising speaking activities. Two groups, 50212 and 50213, making up a total of 78 students, were randomly selected. The research data was predominantly gathered by means of vocabulary assessments in each class and classroom observations were conducted over a five-week period. Upon collection, the data was processed using suitable technologies to yield the most precise results.

Materials

The test (Appendix 2) is the selected study instrument to assess memory ability, memory length, and the number of vocabulary terms recalled by students. The assessments are structured to incorporate a progressively expanding vocabulary across the lessons and exhibit a repeated and supplemental character. Particularly, TN01 (pre-test) was administered prior to the experiment, while TN02, TN03, and TN04 were conducted at the conclusion of the class to assess the learners' short-term memory retention capability. TN05 (post-test) was executed at the onset of the final

week's class of the experimental period to evaluate the learners' long-term memory retention proficiency. TN02, TN03, and TN04 comprise 10 legal concepts in Vietnamese derived from the class content that requires translation into their English counterparts. TN05 comprises a combination of 30 vocabulary terms derived from TN02, TN03, and TN04.

The questionnaire assesses students' present foreign language competency at the commencement of their studies in BLEM1, with three questions, including “Do you possess an international language certificate?” ; “If affirmative, what type of foreign language certificate do you hold?” and “What is your score band?”

Classroom observation also serves as a mechanism to evaluate the multifaceted abilities and attitudes of students.

Materials

Three sample activities were formulated for implementation in the experimental procedure for the EG, namely a lexical ranking activity, retelling activity, and role-play activity. All of these activities are intended to correspond with the topic of each lesson and class session. Every activity has prerequisites, scenarios, and illustrative activities (Appendix 1).

Procedure

Table 2 below demonstrates the experimental procedure. The research was implemented in the first semester of the 2024-2025 academic year in classes 50212 and 50213, specialising in IBL. The BLEM1 for first-year students in the IBM major was conducted over a duration of 15 weeks. In Week 1, students familiarised themselves with the subject, received the criteria for group assignments, and acquired study methodologies pertinent to the subject. Prior to incorporating speaking activities into the courses, the teacher reviewed the vocabulary acquired by students in week 1 for both class groups during week 2. Between weeks 3 and 7, the instructor implemented group exercises in class 50212 while continuing the non-integrated speaking pedagogy in class 50213. At the conclusion of the sessions in weeks 3, 4, and 5, the instructor allocated five minutes to assess the vocabulary from the recently taught lesson by means of Google Forms. During the initial 15 minutes of the seventh week's class, the instructor reviewed the vocabulary acquired in the preceding session as a component of the experiment.

Table 2: Experimental Procedure

Group	Number of participants	Pre-test	Experimental Procedural Tests				Post-Test
		2nd week	3rd week	4th week	5th week	7th week	
EG	39	At the end of 2nd week's lesson, the instructor administered TN01 (10 words) via Google Forms.	- The instructor incorporated speaking activities to facilitate the use and retention of terminology. - Administered TN02 at the end of 3rd week's lesson (10 newly acquired vocabulary terms) without prior notification using Google Forms.	- The instructor incorporated speaking activities to facilitate the use and retention of terminology. - Administered TN03 at the end of 4th week's lesson (10 newly acquired vocabulary terms) without prior notification using Google Forms.	- The instructor incorporated speaking activities to facilitate the use and retention of terminology. - Administered TN04 at the end of 5th week's lesson (10 newly acquired vocabulary terms) without prior notification using Google Forms.	- The instructor incorporated speaking activities to facilitate the use and retention of terminology. - Administered TN05 at the beginning of 7th week's lesson (30 acquired vocabulary words) without previous notification utilising Google Forms.	
CG	39	At the conclusion of the second week's lesson, the instructor	- The instructor did not incorporate speaking activities. - Administered	- The instructor did not incorporate speaking activities. - Administered TN03 at the end of	- The instructor did not incorporate speaking activities. - Administered TN04 at the end of 5th	- The instructor did not incorporate speaking activities. - Administered TN05 at the	

		administered TN01 (10 words) via Google Forms.	TN02 at the end of 3rd week's lesson (10 newly acquired vocabulary terms) without prior notification using Google Forms..	4th week's lesson (10 newly acquired vocabulary terms) without prior notification using Google Forms.	week's lesson (10 newly acquired vocabulary terms) without prior notification using Google Forms.	beginning of 7th week's lesson (30 acquired vocabulary words) without previous notification utilising Google Forms.
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Results and Discussion

The collected data were processed, analysed, and displayed as tables. The study findings were articulated based on the data and organised according to the two aforementioned research questions.

Research question 1: What is the vocabulary retention capacity of students?

Table 3 presents the results of the tests conducted between the two groups involved in the study to assess the students' rapid memory retention capability. Three tests were conducted during the experiment, namely TN02, TN03, and TN04. Each lesson comprised 10 essential vocabulary words pertinent to the topic and was administered at the conclusion of the class. TN02 was administered subsequent to the implementation of the retelling exercise¹ in the EG. The instructor divided the class into five groups, each comprising seven to eight students. The groupings were arranged sequentially. The teacher gave the first selected student a text containing the words to memorise. Upon reading and memorising the content within five minutes, this student was required to relate it to the other group members in a creative manner, reflecting their own comprehension and articulation. Then teacher randomly selected another student from the group to present a text to the group. The teacher then selected another student at random to present to the group, while the remaining students compared the second presentation with the original text, focussing particularly on the bolded words to assess the extent of memorisation. The duration for each student's presentation was progressively reduced to 3, 2, and 1 minute(s). The instructor alternated between the distinct groups. Subsequently, the instructor administered an examination to the pupils at the conclusion of the class.

Prior to TN03, students in the EG engaged in an additional experimental speaking activity, namely a word ranking exercise². The class remained divided into five groups, with each group tasked to identify ten words deemed significant in relation to the instructional subject. Following a five-minute discussion and selection period, representatives from each group submitted their 10 words on the board. Once the overlapping words among the groups had been formally identified, the remaining words were evaluated by the members of each group to advocate for the significance of their selected terms to the other groups. Subsequently, the instructor conducted a class vote to identify 10 vocabulary words pertinent to the recently covered lesson subject. The teacher thereafter administered the TN03. Before TN04, the instructor implements role-playing activities³ in the EG before administering the test at the conclusion of the session. The outcomes of the tests are presented in Table 3 below:

¹ Sample Activity 2: Retelling activity in Appendix 1

² Sample Activity 1: Lexical ranking exercise in Appendix 1

³ Sample Activity 3: Role-Playing Activity in Appendix 1

Table 3: Results of the Quick Memory Assessment Test

Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
TN02	CG2	8.51	39	1.233	.197
	EG2	7.59	39	1.312	.210
TN03	CG3	8.64	39	.959	.154
	EG3	7.97	39	1.224	.196
TN04	CG4	8.62	39	1.269	.203
	EG4	7.38	39	1.388	.222

Table 3 presents the outcomes of TN02, TN03, and TN04 for both groups. The EG's average scores are as follows: TN02 is 8.51 (SD=1.233), TN03 is 8.64 (SD=0.959), and TN04 is 8.62 (SD=1.269). In addition, the mean score of the CG in TN02, TN03, and TN04 was 7.59 (SD=1.312), 7.97 (SD=1.224), and 7.38 (SD=1.338), respectively. The comparison of the results indicates that the experimental tests between the two groups, EG and CG, exhibit substantial differences. In all three assessments, the EG outperformed the CG, with TN02 exceeding by 0.92 points, TN03 by 0.66 points, and TN04 by 1.23 points. Nevertheless, the standard deviation (SD) in all three assessments for both groups exceeds 1, indicating that the distribution of correct responses among students varies from low to high rather than uniformly reaching elevated levels. This indicates that each student's memory capacity varies. The total score is greater in the EG compared to that of the CG. Integrating this with classroom observations indicates that the majority of students who engage actively in speaking activities exhibit comparatively high scores, signifying superior word retention capabilities. Moreover, in the case of reticent students who hesitate to engage exhibit varying scores between the EG and the CG; however, the enhancement is not substantial.

In conclusion, the test results of TN02, TN03, and TN04 across the two EG and CG, along with the researcher's observations during the experimental process, indicate that the classroom environment in the EG was more dynamic, providing students with greater opportunities to engage with, comprehend, and retain essential vocabulary through the implemented speaking activities. Despite the large class size and the limited opportunities for many students to present their prepared information, collaborative group work and peer contributions positively influenced subject retention among students. This is demonstrated by the results presented in Table 3 above.

Research question 2: What is the extent of vocabulary retention among students and the duration of this retention?

Pre-test (TN01) is the pre-experimental assessment, whereas the post-test (TN05) is the post-experimental evaluation. The objective of these two assessments is to evaluate the long-term memory retention of students. The pre-test is administered at the conclusion of the second week and pertains to the vocabulary acquired by pupils in the initial lesson. The post-test is administered in week 7, following a five-week experimental process undertaken by the students.

Table 4: Results of the Long-term Memory Retention Assessment

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pre-test (TN01)	EG1	7.56	39	1.410	.226
	CG1	7.49	39	1.467	.235
Post-test (TN05)	EG5	8.45	39	1.464	.274
	CG5	7.07	39	1.978	.156

Table 4 presents the outcomes of the pre-test and post-test for both groups. The EG attained an average score of 7.56 (SD=1.410) in the pre-test and 8.45 (SD=1.467) in the post-test. In addition, the mean score of the CG in the pre-test and post-test was 7.49 (SD=1.467). An analysis of the data from the two tests for both groups indicates that EG's score on the pre-test exceeds that of CGs by 0.07 points; however, the CG's average score on the post-test is much lower than that of EG by 1.37 points. Analysis of the average scores for the pre-test and post-test between the two groups indicates that, relative to the pre-experimental period, the EG experienced a gain of 0.89 points, whereas the CG saw a drop of 0.49 points. The decline in results from the pre-test to the post-test for the CG can be attributed to the timing of the pre-test, administered immediately after the lesson, in contrast with the post-test, which occurred after a five-week interval of study.

Table 5: Analysis of Average Scores of Pre-tests and Post-tests for Two Groups in Pairs

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
EGPre-test – CGPre-test	.077	1.883	.302	-.534	.687	.255	38	.800
EGPost-test – CGPost-test	1.374	1.078	.172	1.024	1.724	7.95	38	.000
EGPost-test – EGPre-test	.890	1.628	.261	.139	1.194	2.558	38	.015
CGPost-test – CGPre-test	-.420	1.628	.261	.139	1.194	2.558	38	.008

The results in Table 5 indicate that the pair EGpre-test – CGpre-test has a significance (2-tailed) of .800, signifying that $p=0.800 > 0.05$. The disparity in the average score of the pre-test between the EG and the CG (0.077 points) did not indicate a difference in memory retention among the students in the two groups involved in the study. This outcome has two implicit significances. The current vocabulary instruction method does not differentiate memorisation abilities between the two student groups. Secondly, this outcome enhances the reliability of the findings in the experimental phase. In the remaining three pairs, the Sig.(2-tailed) or p-value is less than 0.05. Among them, EGPost-test – CGPost-test ($p=0.000 < 0.05$); EGPost-test – EGPre-test ($p=0.015 < 0.05$); and CGPost-test – CGPre-test ($p=0.008 < 0.05$) The results obtained are statistically significant. The EG achieved an average post-test score that was 1.374 points higher than the CG, underscoring the efficacy of these activities in vocabulary instruction, which produced notably favourable outcomes. The long-term memory retention capacity of pupils in the EG surpasses that of the CG. The efficacy of the speaking activities utilised in vocabulary instruction is more distinctly evidenced by the EG's average score in the post-test, which exceeds that of test 1 by 0.89 points, whereas the CG's average score in test 5 is 0.42 points lower than in the pre-test. The

analysis indicates that implementing speaking activities is effective for the task. Vocabulary instruction enables pupils to concentrate on the essential terms required for a subject. Moreover, engaging in speaking activities to practise vocabulary aids students in comprehending the meanings and contextual applications of words, facilitating the transfer of vocabulary into long-term memory and enhancing retention. This is seen by the disparity in outcomes between the pre-test and post-test.

Conclusion

Integrating speaking activities to enhance vocabulary acquisition, while not a novel strategy, remains beneficial as it aids learners in comprehending words within context, mastering their pronunciation, and employing them effectively. This enhances the comprehension and retention of terms more rapidly and for an extended period. The substantial class size of 39 students presents a considerable obstacle for speaking exercises, while the brief session period further complicates the provision of practice opportunities for each student. This complicates educators' efforts to sustain student involvement. Nevertheless, integrating these activities is significantly suitable and easily executable in the IBL class, given that participants possess a sufficient level of general English. Moreover, students specialising in International Commercial Law exhibit motivation, proactivity, and a significant degree of originality in their endeavours. This also fosters an advantageous setting for the efficient incorporation of speaking activities. Moreover, the number of topics and the distribution of time within the programme are advantages that facilitate the incorporation of speaking exercises into classes, hence enhancing vocabulary retention for learners. To optimise the efficacy of speaking activities in classroom settings, it is essential to establish the right material circumstances, in particular maintaining a small class size of approximately 15 to 20 students. This criterion enables the exercise to be beneficial for all learners, not only for those with strong levels of English proficiency. Furthermore, the teacher's adaptability in employing activities appropriate for each class topic is crucial for successful implementation. Moreover, students are required to engage actively in activities as mandated by the instructor and design exercises proactively that align with the teacher's specifications as well.

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Appendix 1

Task designation

Sample assignments

Activity 1: Lexical ranking exercise

Request:

Select 10 significant terms to acquire from the recently examined text.

Method of implementation:

Following the analysis of the text, the teacher instructs the students to form groups of four to five individuals. Each group selects 10 significant words and communicates the essence of the reading lesson. A five-minute internal discussion among the group members follows. The organisation builds its own lexicon. The groups display their words on the board. The entire class then collectively examines the vocabulary list of each group. If there is consensus, then that concludes the matter. In the event of discrepancies, group members articulate reasons why their selected words hold greater significance than those of opposing groups. Subsequently, the entire class casts votes on ten significant terms pertinent to the subject that requires mastery.

Sample product

Legislation	Legislature	Substantive Law	Procedural Law	Civil law
Legal Person	Public Law	Private Law	Constitutional law	Criminal law

Activity 2: Retelling activity

Request:

A student receives a brief text detailing the vocabulary to be acquired. Approximately five minutes later, the student begins to summarise the material in front of the class.

Sample text:

“States may be classified according to some criteria. In terms of the **decision-maker**, States are named **Democracy** and **Dictatorship**. While states are called **Monarchy** and **Republic** based on its head. When mentioning about the relation between the state and the religion, they categorize the states into **Theocratic**, **Confessionals** and **Seculars**. The States labelled **Centralized**, **Decentralized** and **Federal** under its organization of the power”.

(Based on *Unit 2 What is the State?*)⁴

⁴ Basic Legal English – Unit 2 : What’s the State? – Text 1: Key concepts of the state in political theory – Page 34

Activity 3: Role-Playing Activity

Request:

Construct a discussion scenario between two individuals enquiring about elucidating the meanings of the aforementioned phrases within the legal environment.

Context:

- A first-year student seeks resources for a group assignment but lacks comprehension of the aforementioned terms owing to insufficient legal education;
- A third-year student, having completed pertinent law courses, comprehends the aforementioned concepts.

Sample dialogue:

Student 1: Hi! Nam, I'm studying a law topic for our group assignment. But there are some terms that I find so confusing because when I check their meanings in Google Translate and put them in the context, it becomes quite difficult to comprehend. Can you help me?

Student 2: Sure! Which terms do I find the most understandable?

Student 1: Here! '**Common law**' and '**Civil law**' What do they mean?

Student 2: It's difficult to give their exact meanings out of context. So can you show me the text in which you see them so I can explain them to you more precisely?

Student 1: Here you are, under the title of Legal Systems of the World

Student 2: Ah, if understood as **a legal system**; "Common law system refers to a legal framework that is based on tradition and practice rather than formal legislation"

Student 1: So, what is its other meaning?

Student 2: Yeah! When it is known as **a source of law**, common law means a body of unwritten laws based on legal precedents established by the courts.

Student 1: What about 'Civil law'?

Student 2: In terms of legal system; '**Civil law system** is ... ' or when **Civil law** is a branch of law, it is opposite to criminal law. **Civil law** regulates the rights, liabilities and duties of citizens.

Appendix 2

Pre-test (TN01): What's the Law?

Find the equivalent of the following terms in English

Questions	Answers
1. Cơ quan lập pháp	1. Legislature
2. Các văn bản quy phạm pháp luật	2. Legislation
3. Luật Nội dung	3. Substantive Law
4. Luật Tố tụng	4. Procedural Law

5. Luật Dân sự	5. Civil Law
6. Luật Hình sự	6. Criminal Law
7. Luật Công	7. Public Law
8. Luật Tư	8. Private Law
9. Chủ thể của pháp luật	9. Legal Person
10. Luật Hiến pháp	10. Constitutional Law

Test Number 02 (TN02) What's the State?

Find the equivalent of the following terms in English

Questions	Answers
1. Nhà nước Dân chủ	1. Democracy State
2. Nhà nước Chuyên chế	2. Dictatorship State
3. Nhà nước Quân chủ	3. Monarchy State
4. Nhà nước Cộng hoà	4. Republic State
5. Nhà nước Thần quyền	5. Theocratic State
6. Nhà nước Tôn giáo	6. Confessional State
7. Nhà nước Thế tục	7. Secular State
8. Nhà nước Quyền lực tập trung	8. Centralised State
9. Nhà nước phân cấp quyền lực	9. Decentralised State
10. Nhà nước Liên bang	10. Federal State

Test Number 03 (TN03) Legal Systems in the World

Find the equivalent of the following terms in English

Questions	Answers
1. Hệ thống pháp luật	1. Legal System
2. Hệ thống Thông Luật	2. Common Law System
3. Hệ thống Dân Luật	3. Civil Law System
4. Hệ thống pháp luật tôn giáo	4. Religious Law System
5. Luật thành văn	5. Statutory Law
6. Chế độ gia trưởng	6. Paternalism
7. Sự giải phóng	7. Emancipation
8. Luật thừa kế	8. Law of Succession
9. Trách nhiệm pháp lý	9. Liability
10. Luật đạo hồi	10. Islamic Law

Test Number 04 (TN04) Sources of Law**Find the equivalent of the following terms in English**

Questions	Answers
1. Văn bản quy phạm pháp luật	1. Legal Normative Documents
2. Án lệ	2. Case Law/ Common Law
3. Sự sửa đổi	3. Amendment
4. Hiệu lực pháp luật	4. Force of Law
5. Quá trình lập pháp	5. Legislaive Process
6. Việc diễn giải luật	6. Intepreting Law
7. Ban hành luật	7. Enacting/ Pass a Law
8. Tập quán pháp	8. Customary law
9. Nguồn luật nội dung	9. Natural Sources of Law
10. Nguồn luật hỗn hợp	10. Statutory Sources of Law

Post-Test (TN05)**Find the equivalent of the following terms in English**

Questions	Answers
1. Nhà nước Dân chủ	1. Democracy State
2. Nhà nước Chuyên chế	2. Dictatorship State
3. Nhà nước Quân chủ	3. Monarchy State
4. Nhà nước Cộng hoà	4. Repubic State
5. Nhà nước Thần quyền	5. Theocratic State
6. Nhà nước Tôn giáo	6. Confessional State
7. Nhà nước Thế tục	7. Secular State
8. Nhà nước Quyền lực tập trung	8. Centralised State
9. Nhà nước phân cấp quyền lực	9. Decentralised State
10. Nhà nước Liên bang	10. Federal State
11. Hệ thống pháp luật	11. Legal System
12. Hệ thống Thông Luật	12. Common Law System
13. Hệ thống Dân Luật	13. Civil Law System
14. Hệ thống pháp luật tôn giáo	14. Religious Law System
15. Luật thành văn	15. Statutory Law
16. Chế độ gia trưởng	16. Paternalism
17. Sự giải phóng	17. Emancipation
18. Luật thừa kế	18. Law of Succession
19. Trách nhiệm pháp lý	19. Liability
20. Luật đạo hồi	20. Islamic Law
21. Văn bản quy phạm pháp luật	21. Legal Normative Documents
	22. Case law/ Common law
	23. Amendment

22. Án lệ	24. Force of Law
23. Sự sửa đổi	25. legislaive process
24. Hiệu lực pháp luật	26. Intepreting Law
25. Quá trình lập pháp	27. Enacting/ Passing a Law
26. Việc diễn giải luật	28. Customary Law
27. Ban hành luật	29. Natural Sources of Law
28. Tập quán pháp	30. Statutory Sources of Law
29. Nguồn luật nội dung	
30. Nguồn luật hỗn hợp	